

unique educational or transmission practice within the institution.

Литература

1. Aristotle Nicomachean Ethics. Cambridge: Cambridge University Press, 2014. 1140a–1140b.
2. Foucault M. Naissance de la clinique: une archéologie du regard medical. Paris: PUF, 1962.
3. Vico G. On the Study Methods of our Time. - Indianapolis-New York-Kansas City, 1965.
4. Viehweg Th. Topik und Jurisprudenz. München: Beck, 1974.
5. Wallerstein I. et al.: Open the Social Sciences. Report of the Gulbenkian Commission on the Restructuring of the Social Sciences. Stanford: Stanford University Press, 1996.

LABORATORY OF MEMORY

*Mkrtchyan L. S., Khachatryan A. K.
Yerevan State University, Association of Young Historians,
Yerevan*

Аннотация: лаборатория памяти как методологический проект намерена поделиться, адаптировать и экспериментировать на европейском уровне «Лаборатория памяти», лабораторная модель межпоколенной деятельности (с участием учителей / преподавателей, студентов и старших), направленная на обновление

навыков учителей / Тренеров и улучшение альтернативного и неформального обучения истории в школах. Каждая «Лаборатория памяти» сосредоточится на теме «конфликт»,

Главной темой «Лаборатории памяти» в Армении является вынужденная миграция и сохраненная армянская идентичность. Мы рассматривали сохранение армянской идентичности в разные исторические периоды вынужденной миграции на протяжении тысячелетий через влияния и отражения в культуре: рассказывание историй и конкретные данные и показатели видимой культуры.

Через лабораторию методологии памяти ученики углубили тему интервьюирования пожилых людей и сбора необходимых данных.

Лаборатория была реализована путем взаимодействия между учащимися, их преподавателями и пожилыми людьми. Студенты получили конкретные знания по истории людей в условиях вынужденной миграции, и они приобрели навыки повествования для эффективного повествования.

Abstract: laboratory of memory as a methodological project intends to share, adapt and experiment at the European level the «Laboratory of memory», a laboratory model of intergenerational activities (involving teachers/tutors, students and seniors), aimed at updating the skills of teachers/trainers and improving alternative and informal learning of history in schools. Each «Laboratory of memory» will focus on the theme of «conflict»

The main topic of the “Laboratory of Memory” in Armenia is the forced migration and preserved Armenian identity. We considered a preservation of the Armenian identity in different historical periods of forced migration across the millennia through the influences and reflections in culture: the storytelling and specific data and visible culture indicators.

Through the laboratory of memory methodology students have deepened the theme interviewing seniors and collecting necessary data.

The Laboratory has been realized through an interaction between students, their teachers and senior citizens. Students gained specific knowledge on the history of the people under forced migration and they acquired storytelling skills for an efficient narration.

Ключевые слова: память, история, успехи в образовании, методология, миграция

Keywords: memory, history, educational successes, methodology, migration

The Laboratory of Memory and the implementation of the web-documentary have been realized in cooperation with the professional Association of Young Historians (AYH). And the venue for Laboratory was provided by Youth Foundation of Armenia.

The choice to implement the Laboratory within the AYH has been made considering the fact of similarities between the mission and vision of that organization and the aims of Laboratory of memory project intellectual outputs. These are to

promote the values of democracy, human rights and peace in Armenia through well-educated and competent young citizens equipped with strong national and universal values, to become a platform for development knowledge and skills for young generation and become a bridge between them and elders.

Methodology

The Online Training for Students was done in between of two main sessions of the Laboratory of Memory. So, students have been prepared before studying details of storyboarding and virtualization, they “swing in the mood”.

The Web documentary designing activities followed the methodology steps realized in the Laboratory of Memory: Ice-breaking activities to get-to-know-each-other and team building; How to build a story: narrative techniques, basics of Storyboarding and digital storytelling through CeltX; Interviews exercises; Basics on The Land platform application.

Interviews implementation, correction of the previous scenario, design of infographics, choosing the cultural picturing ideas for final meta-dating – these and other activities were done by Team of Laboratory of Memory participants just after the Laboratory in training room. Most of shootings were done on plener.

Discussion /development

All the activities here reported had been documented and filming. The footage has been edited respecting the sequence of the activities

performed as they followed a logic and educational path.

During the first full day all participants: students, their teachers and the AELLL researchers learned project objectives in details. Then ice-breaking activities and role-plays have been set in order to get to know each other and build a strong group of work. During the training day many activities focused on how to build a story and learn different ways of narrating. In this framework students learned how to use storyboarding techniques and digital tools for developing a story (CeltX) through innovative interactions between writing and visual tools.

All student participants received a set of materials for participation on the online Training for students. It was agreed for a two week period for them for realizing the online learning.

The second and last full day of Laboratory of Memory has been dedicated to learn how to make an interview in order to be prepared for the future activities. Students prepared questions on different topics conducting interview swapping roles each other (interviewer/interviewed). At last, they had the opportunity to see closer what forced migration and preventing of the national identity issues entail through the point of view of two elder person, participating on the event.

The students deepened how historic phenomenon as forced migration can affect the social everyday life even today.

Conclusion / Tips

At the end of the last day of Laboratory the trainer leaded an assessment activity to make aware students about the knowledge and skills acquired during the online training.

All the students were satisfied about the training and they declared to have appreciated the technical skills acquired. Participation in the Laboratory of Memory workshop gave them the knowledge about the migration and prevention of the national identity and moreover have the possibility to see issues from an elder's point of view.

As a result of the Laboratory all participants together designed the draft storyboarding and scenario for the meta-dating of the Intergenerational Laboratories results. It was planned by Team who, when, where and how will will produce a virtual memory path to be uploaded and fine-tuned on the "The Land" platform later.

This Output will consist by a digital and interactive story, based on personal and collective memories of real historical facts, documents and material (pictures, video, text, sounds, etc.).

In the end it will be included in the final iRemember methodology.